



From Instruction to Grades



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Conference

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Art of Educating

Handouts, links, and
other material from
this presentation can
be accessed at
<http://artofeducating.com>.





I can...

- Plan for more effective data gathering, instructing, and reporting.
- Use Chappuis et al.'s guidelines to critique and improve my current grading practices.
- Use Chappuis et al.'s guidelines to critique GCC's report card.

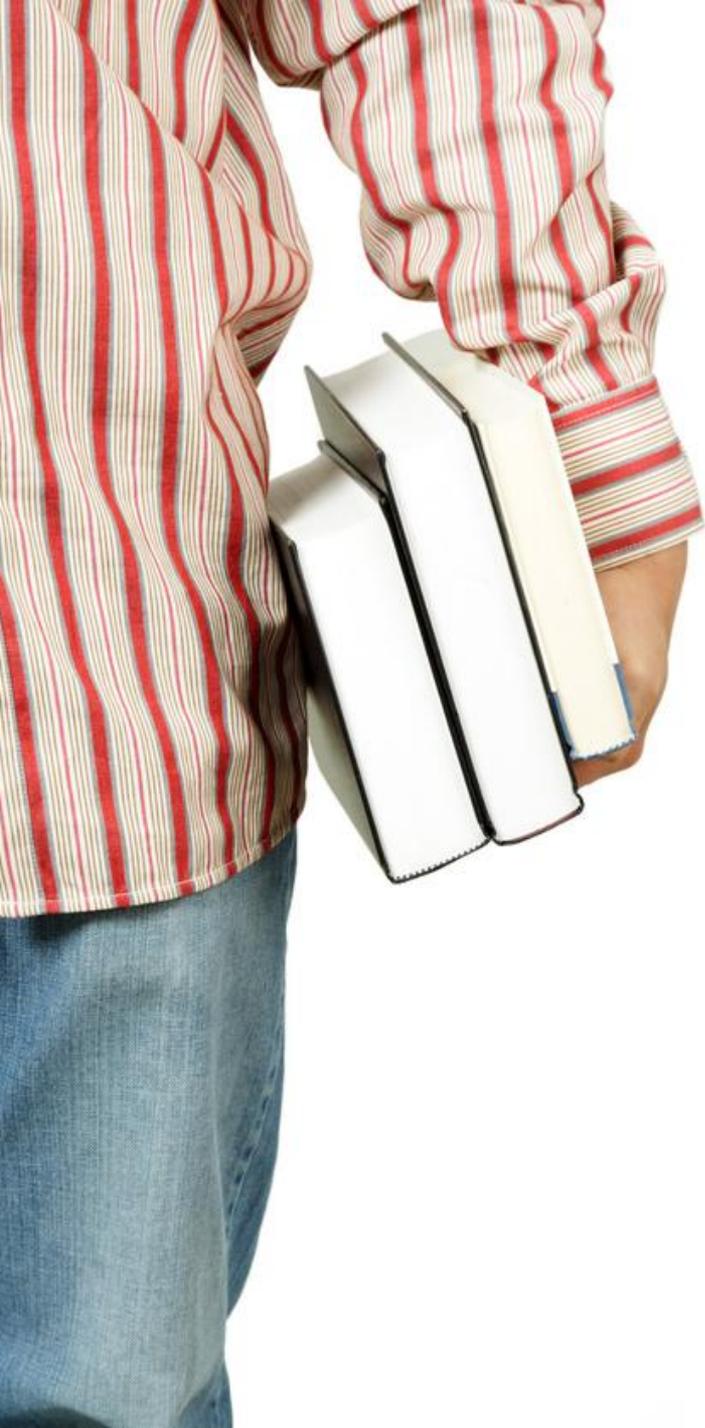




Kids on Grades

“At my school, teachers say stuff when it’s not true. Like they say you’re good at math just because you try, even though you just got a bad grade. So people don’t really listen to what the teachers say now, ‘cause it’s not true.”

-Edward in *Fires in the Middle School Bathroom*



Kids on Grades

“On my progress report, I got a C for history, and my mom looked at all the others, I had A’s on all of them. She didn’t even respond to them, she saw the C and she freaked out. I said ‘But, Mom, look at all the A’s I got.’”

-Javier in *Fires in the Middle School Bathroom*

Types of Students

According to the Schlechty Center, there are five ways that students respond or adapt to school-related tasks and activities...

- Engagement (high attention, high commitment)
- Strategic Compliance (high attention, low commitment)
- Ritual Compliance (low attention, low commitment)
- Retreatism (no attention, no commitment)
- Rebellion (diverted opinion, no commitment)

Lines of Opinion

- When you were a student, how did/do grades make you feel? (horrible → excellent)
- How important are grades to learning? (not important → vital)
- What would happen if we stopped using grades? (peace → chaos)



Total data elicited

- Demographic | Perception | Process | Student Learning



What do you want to track?

In other words, to what do you want students and their parents to pay attention?

- Behavior?
- Effort?
- Achievement?
- Changes in learning?



Reading Effort, Comprehension, & Enjoyment

Morrison's Blue Sheets



READING

Name: _____ Date: _____

Title: _____

Summary:

Details:

STRATEGY: _____

- 20 18 + extra detail
- 18 Sheet is very thorough and shows good effort; Sheet shows lots of understanding
- 15 Sheet is incomplete or shows little effort; Sheet does not show understanding
- 10 Faked or copied
- 0 Not done

AT-HOME

READING SELF-ASSESSMENT

QUARTER 3

PERIOD: 1/20 TO 3/16

DONE 3/23
2nd half
3rd Qtr

READING GOALS

1. Find books and reading material that you like and that challenge you.
2. Improve your reading comprehension.
3. Improve your vocabulary.

Please answer the following questions.

1. What kinds of material did you read this period? How did you feel about what you read?

mystery novels ✓✓✓
 magazines ✓✓
 about sports ✓
 Michael Jordan book
 Are You In the House Alone?

Chicken Soup
Carnivorous Carnival
Strange and Eerie Stories

books w/ action
 Bluford books - "I felt good because I was into it."

2. Has your comprehension of your reading improved? Yes No
 How do you know?

YES

- Read better
- Read faster ✓✓
- Remember what I read
- Read more ✓✓
- Know what kind of books I "adapt" to
- More skills
- Know/learn more vocab words
- Test scores went up
- Understand more ✓✓
- I like to read now
- Understand more complicated books
- Understand questions better
- "Because now when I read I know what the next sentence will be."

NO

- I barely bring my homework in

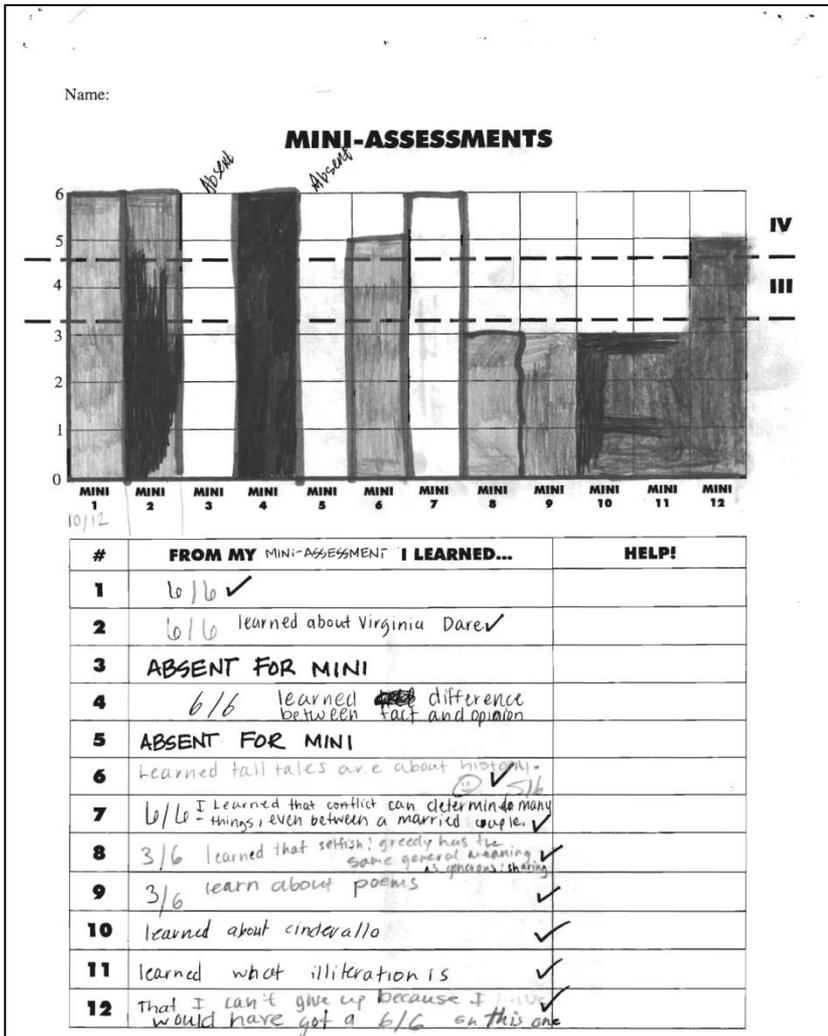
Twice a quarter students would gather their blue sheets, put them in order, and reflect on their reading growth.

This is Morrison's notes on student responses to the questions.

The same goals and questions were used on each reflection so changes could become evident over time.

Reading Achievement

CMS Mini-Assessments



6/6 100

#1, PASSAGE(S): The Language of the people

TYPE: Short, and non fiction DATE: 10/6 - 10/12

- B
- C
- D
- B
- D
- A

6/6 100

#2, PASSAGE(S): Robeson County

TYPE: short nonfiction DATE: 10/25

- B
- D
- B
- C
- D
- A

#3, PASSAGE(S): Futureworld

TYPE: Hard / Short, Opinion DATE: 11/9

- B
- C - because he talks about the future of school and robots.
- A - because that's **ABSENT** he talked.
- C -
- D - more details. **11/14**
- B - because he talks about people with power.

Thanks for listening & doing this.

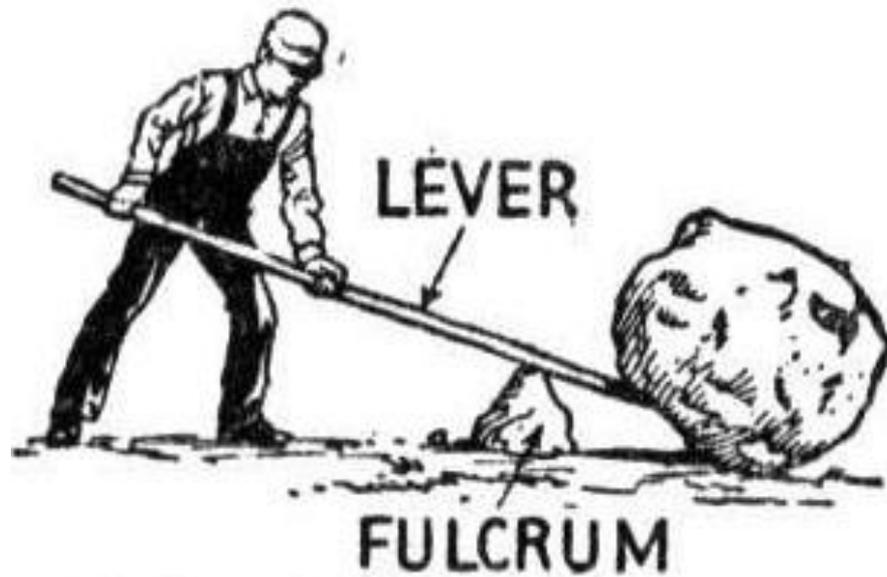


What is
feedback?

What makes
feedback
meaningful?

Who gives
feedback?

What are the critical pieces in your classroom for giving feedback?



Man lifting a stone
with a lever

Total data elicited

- Demographic | Perception | Process | Student Learning



Data tracked and used for feedback





Generally, grades do not provide very meaningful feedback.



What do we grade and report?

1. Evaluations of mastery

- ✓ Learning targets

2. Robert Marzano, a proponent of standards-based grading, suggests we also need to report mastery of **life skills** (*Classroom Assessment & Grading that Work*, 2006).

SUMMATIVE EVALUATIONS



Total data elicited

- Demographic | Perception | Process | Student Learning



Data tracked and used for feedback

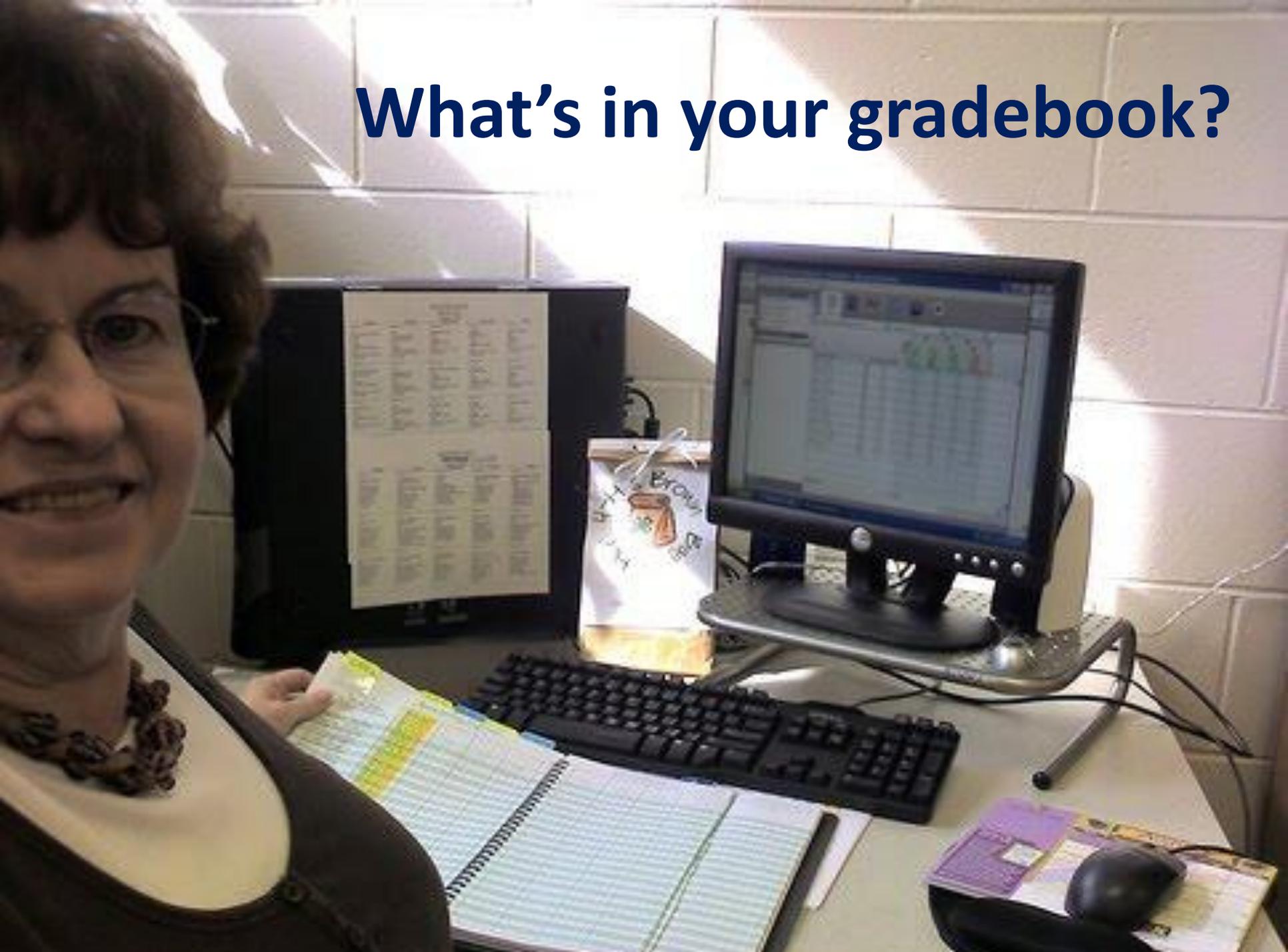


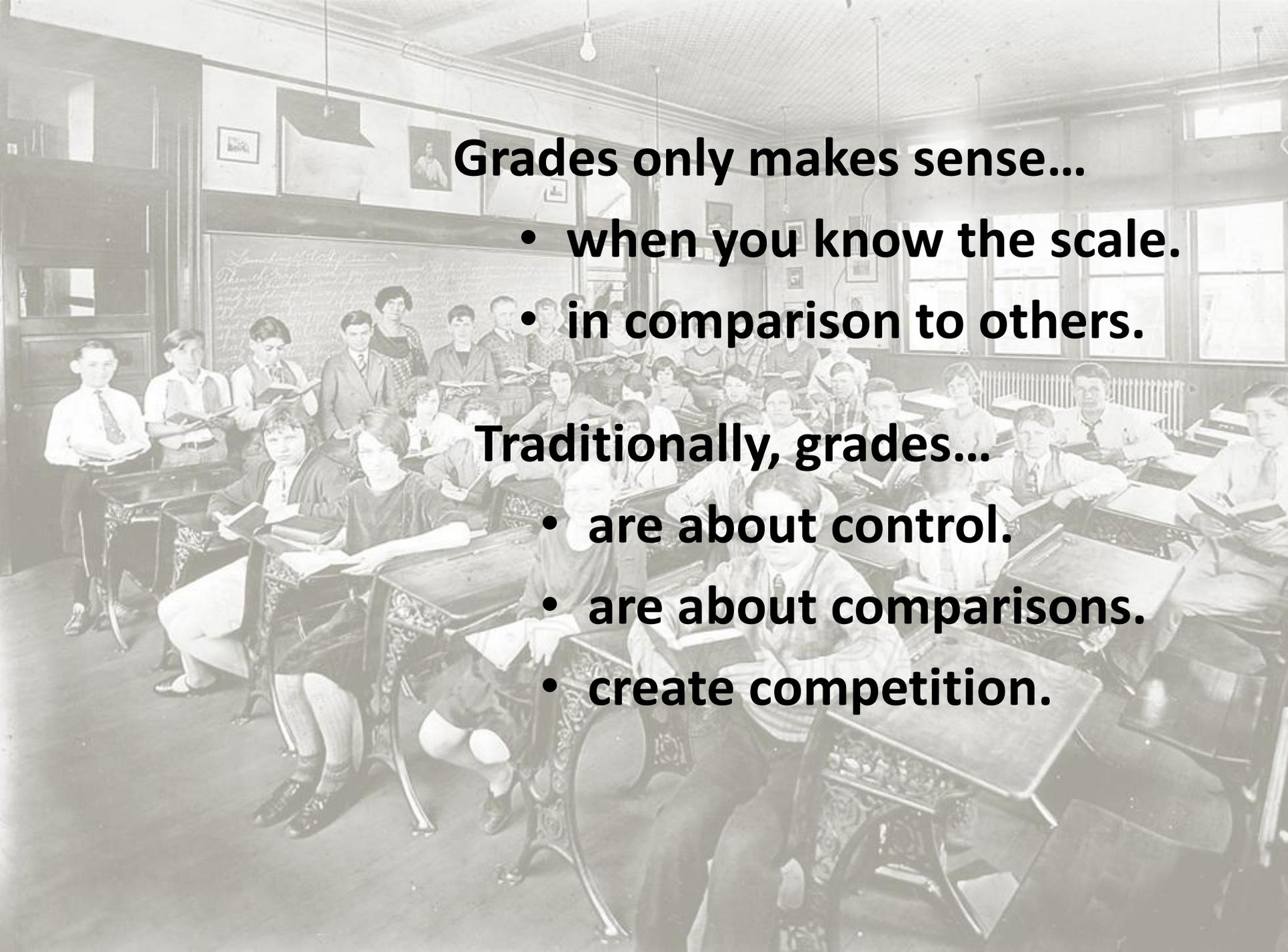
Student learning data graded and reported

“In a class where everything students produce – homework, practice activities, projects, papers, labs, quizzes, and tests – results in a score that contributes to the final grade, all assessments become summative assessments of learning , with associated motivational effects, whether or not we have intended them to be.”

- Chappuis et al. (2012), p. 297

What's in your gradebook?



A black and white photograph of a classroom. In the foreground, several students are seated at their desks, some looking towards the camera. In the background, a teacher stands at the front of the room near a chalkboard. The room has large windows on the right side and a door on the left. The overall atmosphere is that of a traditional classroom setting.

Grades only makes sense...

- **when you know the scale.**
- **in comparison to others.**

Traditionally, grades...

- **are about control.**
- **are about comparisons.**
- **create competition.**

What do we want grades to do?



What's the problem?

- Student makes an A in Math and “fails” the end of course standardized test
- Student behaves badly all year long and fails the course
- Student does absolutely no work but aces the tests and makes a C for the year
- In a class, students generally attend and do class work, then 75% of them fail the course

Chappuis et al. (2012) Guidelines

- Use grades to communicate not motivate.
- Report achievement and other factors separately.
- Reflect only current level of achievement in the academic grade.
- Make sure your data are reliable.
- Have a thoughtful plan for your grading scale and conversions.
- Make modifications for special needs students and English Language Learners with care.
- Involve students.

What about your grading system?



What about your report card?



A stack of books with a textured orange cover is shown on the left side of the slide. Several pages are visible, and four colorful sticky tabs (yellow, blue, and two green) are placed on the edges of the pages, pointing towards the right.

Teacher Take-Aways

- Start with your questions.
- Pay attention to all four types of data.
- Not everything has to be graded.
- Design your grading system to enhance learning, not suppress it.

References

Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning: Doing it right – using it well* (2nd ed.). Boston, MA: Pearson Education, Inc.

Marzano, R. J. (2006). *Classroom assessment and grading that work*. Alexandria VA: ASCD.

I am a teacher, consultant,
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